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ABSTRACT

The purpose of this study is to determine the number of counselor education programs that utilize distance learning, to identify the distance learning software delivery products used, and to identify features of software used. The researchers also attempt to identify faculty perceptions related to and experience with the importance of distance learning; the impact of distance learning on counselor education programs in terms of quality and enrollment, recruitment practices, course development, time commitment, supervision issues, and faculty compensation; and ethical and legal issues. All Council for the Accreditation of Counseling and Related Educational Programs (CACREP) counseling programs, as well as other administrative units identified by Hollis and Wantz (1993), were surveyed, thus targeting a sample size that approximates the population. In this study, distance learning is defined as any type of technology utilized outside of the traditional face-to-face classroom instruction. The study makes a distinction between courses that are delivered 100% via distance learning and courses taught in the classroom that are augmented by distance learning (e.g., technology- or web-enhanced). (Contains 19 references and 7 tables.) (Author/ADT)

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Incorporating Distance Learning into Counselor Education Programs: A Research Study

by

Richard A. Wantz, Donna M. Tromski, Christina Joelle Mortsolf, Greggory Yoxtheimer, Samantha Brill, and Alison Cole

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Chapter Seventeen

Incorporating Distance Learning into Counselor Education Programs: A Research Study

Richard A. Wantz, Donna M. Tromski, Christina Joelle Mortsolf Greggory Yoxtheimer, Samantha Brill, and Alison Cole

Studies examining the use of computer-enhanced counselor education date back to 1984 (e. g., Alpert, 1986; Harris-Bowlsbey, 1984). Since that time computer technology has evolved steadily and many counselor educators now are using resources such as the World Wide Web (Hansen & Gladfelter, 1996; Hara, Bonk, & Angeli, 2000; Lundberg, 2000; Stadtlander, 1998) and computer software (Alpert, 1986; Harris-Bowlsbey, 1984) to enhance course content and delivery. Formerly known as computer-assisted training, distance learning is the terminology in current usage. However, a literature review indicates few empirical studies addressing how distance learning is utilized in contemporary counselor education programs.

The professional literature has focused on two phases of distance learning: "computer-assisted training" and "distance education." Computer-assisted training (Furlong & Hayden, 1993; Gale, Dotson, Huber, Nagireddy, Manders, Young, & Carter, 1995) has been defined as a teaching modality that incorporates the use of computer software in addition to the traditional classroom environment. Computer-assisted training also includes computer simulation (Isaacs, Constenbader, Reading-Brown, & Goodman, 1992; Lambert, Hedlund & Vieweg, 1990) that allows counseling students to perform their functions as a counselor with a virtual client (Isaacs et al., 1992; Lambert, et al., 1990).

The current professional literature reflects that "distance education" or "distance learning" is comprised of both computer-mediated and online communication (Hansen & Gladfelter, 1996; Hara et al., 2000, Lundberg, 2000; Stadtlander, 1998). Computer-mediated and online communication is delivered through audio and visual technology to students who are separated by place or time (Bobby & Capone, 2000).

The professional literature has addressed several strengths and weaknesses with respect to distance learning. Distance learning allows the instructor to utilize many tools such as CD ROMS, video, interactive

teaching, audio components, computer presentations, linking, graphics, movies, auto-scoring for tests, a test bank of questions, practice tests, in-class e-mails, class chat rooms, and web calendars (Altekruse & Brew, 2000). According to Burn (1995, as cited in Anakwe, et al., 1999), distance learning is utilized due to its "cost effectiveness" and "resource maximization" (p.224). It was also reported that increased enrollment in the majority of universities could help offset the shrinking classroom (Stadtlander, 1998; Altekruse & Brew, 2000) which has, in turn, enhanced revenue and allowed universities to gain a competitive edge (Anakwe et al., 1999) in the current $2.5 billion a year business (Primary Research Group, 2001). It has also been suggested that distance learning would be a viable solution for meeting instructional demands in times of increased enrollment (Altekruse & Brew, 2000).

Evidence suggests that in some cases students in distance learning environments learn in 70% less time than students in traditional classroom environments (Parlangeli, Marchigiani, & Bagnara, 1999). The amount of time saved through using distance learning was also recognized as one of the most critical attributes of computer-mediated communication (Hara et al., 2000). Allowing the students more time to process ideas through activities via the computer resulted in student contributions that involved the use of deeper levels of cognition (Hara et al., 2000). Finally, taking and attending classes from one's home via online instruction is both convenient and accessible for all students, including those with hearing and mobility impairments (Hansen & Gladfelter, 1996). Some of the disadvantages of distance learning included difficulty with software upgrades, the ease with which students can cheat, the emphasis placed on student motivation due to the flexibility with due dates, home computer limitations, time-consuming and costly course changes, testing difficulties, and link changes (Altekruse & Brew, 2000). Stadtlander (1998) conducted an online graduate-level psychology seminar with nine participants and found critical weaknesses associated with online learning: differences in personality among the students, instructor availability, and difficulty directing class discussion on the part of the instructor. Students' expectations often required the instructor to respond more frequently than time permitted. Students became frustrated if he did not respond within hours even though the instructor checked his e-mail once a day.

Limitations of previous studies of distance learning included small sample sizes and no control groups. The sample sizes have ranged from 9 (Stadtlander, 1998) to 56 (Lundberg, 2000). In every known case, the research was conducted at one institution. With the exception of Hansen & Gladfelter (1996) who evaluated 17 different seminars, the research

conducted was confined to one class or seminar. To date, no studies have been conducted that examine the number of counselor education programs using distance learning. There are also no current data regarding how counselor education programs are using computer technology to deliver courses. Furthermore, counselor educator perceptions of and attitudes about using distance learning need to be assessed.

In this study, all Council for the Accreditation of Counseling and Related Educational Programs (CACREP) counseling programs, as well as other administrative units identified by Hollis and Wantz (1993), were surveyed thus targeting a sample size that approximates the population. This study as compared to previous studies is more comprehensive in scope. The purpose of this study is to determine the number of counselor education programs that utilize distance learning, to identify the distance learning software delivery products used, and to identify features of software used. We also attempted to identify faculty perceptions related to and experience with the importance of distance learning; the impact of distance learning on counselor education programs in terms of quality and enrollment, recruitment practices, course development time commitment, supervision issues, and faculty compensation; and ethical and legal issues.

In this study, distance learning is defined as any type of technology utilized outside of the traditional face-to-face classroom instruction. This study makes a distinction between courses that are delivered 100% via distance learning and courses taught in the classroom that are augmented by distance learning (e.g., technology- or web-enhanced).

Method

Participants

Participants in this study were counselor educators in 416 institutions offering graduate counseling programs of study. In the first phase of data collection, one representative in each of the counselor education programs in the state of Ohio was targeted (n=20). In the second phase of data collection, participants were program representatives of institutions within the North Central Association of Counselor Educators and Supervisors (NCACES) geographic area (n=70), excluding those in Ohio. Participants in the third phase of data collection consisted of institutions across the nation that are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (n= 90). Institutions belonging to either of the two previous target groups were excluded. The final stages of data collection targeted all remaining institutions within the U.S. that

offer graduate counselor education programs for which a faculty member e-mail address could be obtained.

Procedure

Data collection occurred through an online 15-item Distance Learning Survey (DLS) that was e-mailed to counselor educators. The directions and terms of consent to participate in the study were outlined in the e-mail cover letter introducing the study. Included in the letter of introduction was a URL for accessing the DLS. Confidentiality and anonymity of participant responses to the DLS were described in the cover letter. The respondents were asked to answer for their institution's counselor education program or to forward the DLS to a faculty member who was willing to complete the survey. If an incomplete or inconsistent response (e.g., more than one person from the same program responded) was submitted to the researchers, a follow-up e-mail message invited the individual to complete the unanswered questions or clarify the inconsistency. If no response was received within ten business days, the researchers contacted (via e-mail) another faculty member from that program using the same protocol described above. Responses were submitted online to the first author and collected and stored in FileMaker Pro 5.5.

Results

Thirty-one percent (n=127) of the 416 counselor education programs surveyed responded. Responses were received from 39 states and the District of Columbia. Counselor education programs from Ohio (n=15), California (n=11), Illinois (n=9) and Indiana (n=9) responded the most frequently. One response was received from only one counselor education program in fifteen states. Responses to the DLS were entered into SPSS 10.1 and analyzed.

The following is an examination of the results from the DLS. Fifty-eight percent (n=74) of the respondents reported not currently utilizing distance learning as a form of instruction in their counselor education programs. Fifty-three respondents (42%) indicated that distance learning was currently employed as a form of instruction.

Fifty-three percent of the respondents indicated no current plans to implement distance learning existed. Thirty-four percent had discussed distance learning but had not yet set a timetable for implementation. Eleven percent reported having plans to implement distance learning within the next two years. One percent indicated having plans to implement a distance learning program at some point beyond the next two years.

Twenty-three respondents reported offering one or more courses that were technology- or web- enhanced with distance learning, e.g., students meet face-to-face with the instructor at some point(s) during the course and received supplemental enhancement to their traditional class. Examples might include chapter study guides, course lecture notes, quizzes and examinations, on-line chats, discussion boards and hyperlinks for URLs available on-line. Eleven respondents reported offering one or more courses via 100% distance learning technology, e.g., students do not meet face-to - tace with the instructor and received the entire course on-line. Twelve respondents reported offering both forms of distance learning instruction.

Respondents indicated that Blackboard and WebCT were the most frequently utilized course delivery software products (Table 1). Three types of interactive delivery features were used most frequently: interactions between faculty and student, interactions between student and student, and interactions between student and learning material. Four types of communication and information dissemination features were reported as being employed: e-mail, WWW sites, bulletin/discussion boards, and keyboard entry chat rooms. Seven types of learning activities are being used most frequently: reading assignments, discussion sessions, case studies, research assignments, group projects, and problem solving assignments. The most frequently utilized assessment features were evaluation of papers, participation, and examinations (Table 1).

Table 1
Software Products and Distance Learning Delivery Features Utilized in Counselor Education Programs

Software Product Category	n
Software Product N=46	
Blackboard	24
WebCT	17
ECollege.com	3
Integrated Virtual Learning Environment (IVLE), WebMentor	2
Softarc FirstClass	1
Asymetrix Librarian, Convene, Eduprise.com, Embanet, IMSeries, IntraLearn, The Learning Manager, Lotus Learning Space, LUVIT, Milken Educator Virtual Workspace (MEVW), Serf, Symposium, TopClass, Virtual-U	0
Other	131

Table 1 (cont.)

Interaction Feature N=49	
Between faculty and student	48
Between teaching assistant and student	8
Between student and student	36
Between student and learning material	38
Other	0
Communication Feature N=49	
Bulletin/discussion board	30
Chat-keyboard	23
Chat-voice	5
E-mail	48
Listserve	1
Video conferencing	12
Whiteboard (drawing tool for online discussion)	5
WWW site	31
Distance Learning Activity N=49	
Case studies	36
Discussion sessions	39
E-lectures	19
Group projects	25
Problem solving assignments	25
Reading assignments	43
Research assignments	26
Role play assignments	8
Other	0
Assessment feature N=49	
Examinations	33
Papers	38
Participation	38
E-presentations (individual and group)	17
E-projects (individual and group)	18
Other	0

Thirty-four percent of the respondents indicated 100-300 clock hours were required to develop a course delivered 100% on-line by distance learning technology. Eighteen percent indicated 300-500 clock hours were

required for course development and a significantly smaller percentage of respondents reported the task required other amounts of time ranging between 100 and 1,500 clock hours (Table 2).

Respondents indicated that 54% received no compensation for developing and delivering distance learning courses. Twenty-two percent received released time from other teaching and about 18% received monetary compensation for developing and delivering distance learning courses (Table 2).

None of the respondents indicated distance learning was regarded as more important than traditional methods of instruction. Seventeen (34%) reported distance learning was regarded as equally important as traditional methods of instruction and 33 (66%) reported distance learning was regarded as less important than traditional methods of instruction (Table 2).

Table 2
Number of Clock Hours Required to Develop 100% Distance Learning Courses, Compensation of Faculty for Delivery of Distance Learning, and Faculty's Perceptions of the Importance of Distance Learning

Category	n	Percentage
Number of clock hours required to develop a 100% distance learning course		
Less than 100 hours	5	10
Between 100 to 300 hours	17	34
Between 300 to 500 hours	9	18
Between 500 to 700 hours	3	6
Between 700 to 900 hours	1	2
Between 900 to 1100 hours	3	6
Between 1100 to 1300 hours	0	0
Between 1300 to 1500 hours	1	2
More than 1500 hours	1	2
Not applicable	9	18
Method of Faculty Compensation for Delivery of Distance Learning Services		
No compensation provided	27	54
Released time from teaching	11	22
Monetary compensation	9	18

Table 2 (cont.)

Category	n	Percentage
Faculty perceptions of the importance of distance learning		
More important than traditional methods of instruction	0	0
Equally as important as traditional methods of instruction	17	34
Less important than traditional methods of instruction	33	66

N=50 institutions responded to these categories. In the second category, participants had the option of selecting more than one response.

Table 3 displays the results of respondents' perceptions of the impact distance learning had on the quality of instruction. Forty-eight percent reported no change in the quality of instruction resulted from utilizing distance learning methods. Thirty-eight percent reported the quality of instruction had somewhat increased, 8% reported the quality of instruction had somewhat decreased, 4% reported the quality of instruction had greatly increase, and 2% reported a great decrease in the quality of instruction.

Table 3
Opinions on the Impact of Distance Learning on the Quality of Instruction

Impact on Instruction	n	%	Rank
Greatly increased	2	4	4
Somewhat increased	19	38	2
Neither increased nor decreased	24	48	1
Somewhat decreased	4	8	3
Decreased	1	2	5
N=50 institutions			

Fifty-two percent of the respondents indicated the number of students enrolled had not changed as a result of utilizing distance learning. Thirty percent of the respondents indicated enrollment had increased, 16% did not know if student enrollment had changed, and 2% indicated that enrollment had decreased.

Fifty-two percent of the counselor educators surveyed reported the department faculty had not made any special efforts to recruit distance learning students, i.e., no student recruitment marketing program had been implemented. When a recruitment method was employed, brochures (28%) were the most common recruitment method reported. Other reported recruitment methods were faculty interactions and exchanges with other higher education institutions (24%), WWW (24%), radio and television advertisements (2%), and announcements in national publications (2%). Respondents had the option of selecting more than one recruitment method (Table 4).

Table 4
Recruitment Methods for Distance Learning Students

Recruitment Method	n	%
No special effort is made to recruit distance learning students	26	52
Announcements in local publications	9	18
Announcements in state publications	5	10
Announcements in regional publications	3	6
Announcements in national publications	1	2
Announcements in international publications	0	0
ACA publications	2	4
Brochures	14	28
Mass mailings	5	10
Faculty interaction and exchanges with higher education institutions	12	24
E-mail Announcements	7	14
WWW site	12	24
Posters and flyers	9	18
Radio advertisements	0	0
Television advertisements	0	0
Recruitment fairs	4	8
Other	5	

N=50 institutions. Participants had the option of selecting more than one response.

Respondents were queried regarding whether or not they conduct supervision and consultation with practicum and internship counselor trainees via distance leaning. Sixty-two percent of the respondents reported not conducting supervision and consultation with practicum and internship trainees via distance learning. Thirty-eight percent reported conducting supervision and consultation via distance learning.

Respondents were asked about how academic advising was being conducted with distance learning students. Table 5 illustrates that academic advising was conducted most frequently via e-mail (76%), telephone (52%) and face-to face conferences (50%). Live audio and video chats were utilized infrequently as modes through which academic advising was conducted.

Table 5
Academic Advising Methods Used with Distance Learning Students

Method	n	%	Rank
Via e-mail	38	76	1
Via face to face conference	25	50	3
Via live audio chat	1	2	5
Via live video chat	2	4	4
Via telephone	26	52	2

N=50 institutions. Participants had the option of selecting more than one response.

Seventy-two percent of the respondents reported no ethical and/or legal issues had surfaced as a result of offering courses via distance learning. Eight (16%) indicated confidentiality, six (12%) respondents reported cheating, and four (8%) identified copyright infringements were ethical and/or legal issues that had surfaced.

Table 6
Ethical and/or Legal Issues Resulting from Utilizing Distance Learning

Presence of Legal and/or Ethical Issues	n	Percentage
No legal and/or ethical issues	36	72
Legal and/or ethical issues related to		
Student cheating	6	12
Confidentiality	8	16
Copyright infringements	4	8
Other cause(s)	0	

Table 7 contains categorized responses to the question, "What are your personal concerns, reactions, perceptions about distance learning?" Responses regarding these reactions, concerns, and perceptions that counselor educators have about distance learning were first reduced into discrete units of communication, according to a specific set of predetermined rules suggested by Williamson, Karp, Dalphin, Gray, Barry, and Dorr (1982). This investigation used a referential unit of analysis (Krippendorf, 1980). Each complete thought regarding a specific personal concern, reaction, or perception about distance learning was categorized. And, procedures for developing categories used by Johnson (1986) were followed. Table 7 contains the resulting categories that were established and their definitions.

As can be seen in this table, the majority of responses contained personal concerns. The chief concerns reported had to do with the impact of distance learning on quality training, assessment of students' progress in a program, and clinical supervision of students. Issues of what types of courses are, or are not, appropriate for distance learning were also reported as concerns. These comments contained concern about "skills-based" or "techniques" courses and practicum/internship courses being offered online. There was a fairly even distribution of positive, negative, and mixed reactions reported about the use of distance learning in counselor education. The perceptions reported by a small number of respondents denoted observations of differences that faculty noticed between conducting class online versus face-to-face. General comments reflecting the status of distance learning in counselor education currently and in the future were also reported by a small number of respondents. The two least reported categories of responses were those that contained neutral comments (e.g., comments that reported only how a program is, or is planning on, using distance learning) and responses that denoted uncertainty about distance learning in counselor education.

Table 7
Categorized Responses to the Question, "What are your personal concerns, reactions, perceptions about distance learning?"

Category	Definition	%*
Personal Concerns	Concerns about the transition from face-to-face to distance learning in terms of students getting quality training, supervision, and being able to adequately	28

Table 7 (cont.)

	assess students' progress (e.g., "readiness" for professional practice).	
	Issues identified surrounding the use of distance learning for certain courses. For example, "Certain courses (e.g., counseling techniques) do not lend themselves to distance-only learning and would require some face-to-face contact."	20
	Issues identified surrounding the time, training, support and/or compensation for implementing distance learning. For example, ". . . lack of faculty compensation and faculty time" and "Faculty aversion to technology . . . "	13
Category	**Definition**	**%***
Reactions	Positive attitudes about use of distance learning in counselor education.	15
	Negative attitudes about use of distance learning in counselor education.	13
	Mixed reactions (e.g., respondent's statement contained both positive and negative attitudes). For example, "Difficult to do foundational counseling courses such as techniques or practica but good for advanced students e.g., advanced case conceptualization and also good for at least web enhanced courses in foundational areas such as learning, biological bases of behavior, statistics and research, etc.	15

Table 7 (cont.)

Perceptions	Observations made about students when teaching courses 100% online or web-enhanced. For example, "It takes 3-4 times as long to have a discussion via written chatroom than by voice or in classroom because students can speak much faster than they can type, send, and receive comments" and "Students seem to participate more than in a traditional classroom setting. They have more time to process and respond when the interaction is asynchronous."	10
General comments	e.g., conclusions made about distance learning. For example, "By the very nature of the helping process, distance learning will have its place, but to a more limited scope than other credential areas." and "Insufficient evidence is available that person to person interaction can be replaced by interaction on the Internet."	5
Neutral	Responses that reported only how a program was using distance learning currently or how it was planning to use distance learning.	8
Undecided	Respondent's comment reflected uncertainty. For example, "We are still debating which courses can be offered via Distance Education and resisting the 'lure' of embracing new technology simply for its own sake."	5

**n=40 institutions responded. Total does not equal 100% due to multiple responses.*

Discussion

Distance learning appears not to be widely accepted within counselor education. Of the 127 institutions that responded to the survey, slightly more than half (58%) reported no utilization of any type of distance learning as a form of instruction. The majority (53%) of the 74 institutions that reported not using distance learning, indicated that they had no plan to implement distance learning into their programs.

Counselor education is being delivered in various formats with respect to technology. Some programs offer some courses entirely online, other courses were offered mixed mode (partially online and in the traditional classroom), and classroom only. Half of the counselor education programs that reported using distance learning indicated courses are offered using web enhancement or distance learning technology along with traditional face-to-face instruction. About one-fourth of the programs (24%) reported courses are offered entirely using distance learning technology, while approximately the same number of the programs (26%) reported offering web-enhanced courses or offering courses entirely via distance learning. This indicates that although not all counselor educators have gone to the extreme of developing 100% distance learning courses, technology is being used to enhance existing courses. Blackboard and WebCT were the most frequently utilized online course delivery software products.

Counselor educators indicated that the average number of clock hours spent developing a distance learning course was between 100 and 300 clock hours. Future studies might wish to compare the number of clock hours required to develop distance learning courses to the number of clock hours it takes to develop a traditional course. In addition, because many distance learning courses are developed from already developed traditional courses that are modified to fit a distance learning format, future studies may attempt to determine the number of hours spent developing actual course content versus the number of hours spent working to modify the course to a format compatible with distance learning. The amount of time required to maintain a distance learning course (grading, consultation, etc.) compared to the amount of time necessary to maintain a traditional course may also prove to be a point of interest.

Over 50% of the respondents reported receiving no compensation for time spent learning HTML program language, or developing, maintaining or delivering distance learning courses. About one fifth reported receiving either monetary compensation or released time from teaching. Perhaps if compensation for extra work were more frequently offered, distance learning courses would become more popular and prevalent.

The results showed that none of the counselor educators considered distance learning to be more important than traditional methods of instruction. Thirty-four percent regarded distance learning equally important to traditional methods of instruction. The majority (66%) regarded distance learning as less important than traditional methods of instruction. These statistics may also change if more educators are provided compensation for development of distance learning courses.

Results indicate that almost 50% of the institutions reported no change in quality of instruction with the addition of distance learning courses, and 38% reported quality of instruction as being somewhat improved. These numbers are not too discouraging, but may also change if counselor educators are compensated more regularly for extra time spent developing and maintaining distance learning courses.

While the majority (52%) of the institutions that utilized distance learning reported no change in enrollment, respondents also indicated no systematic marketing programs were employed to recruit students. Thirty percent of the institutions utilizing distance learning reported an increase in enrollment. Only 2% reported a decrease in enrollment attributed to distance learning. It must be noted that the magnitude of these changes was not reported and one certainly cannot assume that all changes in enrollment are a direct result of the availability of distance learning courses.

Brochures, faculty interaction with other higher education institutions, and web sites were the most frequently utilized methods for recruiting distance learning students. Most institutions (60%) reported that consultation and supervision for internship and practicum trainees was not conducted via distance learning. However, their counterpart (about 40%) did conduct such consultation and supervision via distance learning.

Academic advising was reported to occur most frequently via e-mail (76%), followed by telephone (54%), and face-to face (50%) communication. Live audio and video chats were not reported to be popular methods of conducting academic advising with distance learning students.

Seventy-two percent of the counselor educators reported no ethical and/or legal issues resulting from employing distance learning. In instances where ethical and/or legal issues did surface with distance learning, student cheating, confidentiality issues, and copyright infringements were cited.

Regarding the reactions, concerns, and perceptions that counselor educators have about distance learning, among the most commonly cited concerns was the inappropriateness of the distance learning format for classes featuring application of skills and techniques. There was an indication that the distance learning format may be more appropriate for content classes and was frowned upon for classes requiring supervision. Also frequently

mentioned as a drawback was the lack of compensation for time devoted to learning programming language, and developing, maintaining and delivering distance learning courses.

Some limitations of this study include a sample size that would prove more representative were it increased, and the fact that since we received a response from only one representative (counselor educator) of each program. It cannot be assumed that all counselor educators within a given institution would respond uniformly to the survey.

Currently almost half of the institutions preparing professional counselors employ distance learning technology and it is estimated that within five years the majority of counselor education programs will be utilizing distance learning. Based on this, the following recommendations for counselor education programs considering implementing distance learning into their curricula can be made: 1) Conduct a feasibility study in one's counselor education program to determine if adequate finances, computer technology for both faculty and students, and access to course delivery software necessary exist to effectively implement and deliver distance learning courses. In addition, the availability of distance learning instructional design staff to assist faculty in development and delivery is also highly recommended. 2) A counselor education program would need to ensure that both faculty and students were given adequate training to utilize the course delivery system. 3) Program developers should consult with other counselor educators who are using distance learning in their course work. A counselor education distance learning resource directory is currently being compiled for this purpose. 4) Those considering implementing a counselor education distance learning in the future need to be mindful of any developing standards with respect to program accreditation.

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